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# GCSE History

8145/2B/B – Paper 2: Section B/B

Medieval England – the reign of Edward I, 1272-1307

Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

In many of our mark schemes we use the following terms to describe the qualities and levels of reasoning of an answer:

**Complex:** Answers build on the qualities of developed answers. Answers display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues, evidence and interpretations.

**Developed:** Answers that display more than one step of reasoning or detailed explanation that is explicitly relevant to the question. Answers will sustain an explanation of the differences or similarities in sources or interpretations.

**Simple:** Answers that describe evidence, features or material relevant to the question. Answers that display simple one step reasoning or brief explanation of a point or comment that is explicitly relevant to the question. Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.

**Basic:** Answers that identify evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers take features of sources or interpretations at face value. Material discussed may have implicit relevance.

When a question tests AO1 and AO2 in conjunction, the AO2 element of the level descriptor always is the first statement in the descriptor and the AO1 element is the second statement in the descriptor. It is also important to remember that the 'indicative' content', which accompanies the level descriptors, is designed to exemplify the qualities expected at each level and is not a full exemplar answer. Other historically accurate and valid answers should be credited.

## Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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How convincing is **Interpretation A** about Edward I and Scotland?

Explain your answer using **Interpretation A** and your contextual knowledge.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**

**Analyse individual interpretations (AO4a)  
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)**

**Level 4:**

**Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding**

**7-8**

Extends Level 3.

Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.

For example, the interpretation may be seen to be convincing up to a point in that it says Edward's policy towards Scotland was a mistake. He wanted to be as successful in Scotland as he had been in Wales and secure all of England's land borders. It says the King risked the safety and wealth of England by trying to conquer Scotland. This was because he pushed the barons too far and taxed them too much to pay for it. So they rebelled and Edward had to give in to their demands.

**Level 3:**

**Developed evaluation of interpretation based on contextual knowledge/understanding**

**5-6**

Extends Level 2.

Students may progress from a simple evaluation of the interpretation by extended reasoning supported by factual knowledge and understanding of more than one aspect of the interpretation.

For example, it is also convincing because it suggests that Edward's policy was short-sighted. However in 1297 Edward was caught between fighting in Gascony and in Scotland. Trying to win in both places he provoked a serious rebellion by the nobles led by Roger Bigod, Marshall of England.

**Level 2: Simple evaluation of interpretation based on contextual knowledge/understanding** **3-4**

Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.

For example, the interpretation is convincing because Edward's policy in Scotland was a failure. Edward died on the campaign in Scotland and failed to destroy Scottish support for Robert the Bruce.

**Level 1: Basic analysis of interpretation based on contextual knowledge/understanding** **1-2**

Answers show understanding/support for interpretation but the case is made by assertion/recognition of agreement.

For example, answers stating that it is convincing because it says that Edward was asked by the Scottish nobles to decide who should be their king, so it seemed like Edward was superior.

**Students either submit no evidence or fail to address the question** **0**

**0 2**

Explain what was important about the expulsion of the Jews by Edward I in 1290.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

**Level 4:**      **Complex explanation of consequences**      **7-8**  
**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3.

Students may progress from a developed explanation by extended analysis of the consequences of the stated development (the expulsion of the Jews) in the broader historical context (Medieval England). This is supported by factual knowledge and understanding.

For example, Edward was expelling the Jews which he had done in his French possessions, in Gascony and his mother had done in Provence. Eleanor, his wife, was also very anti-Semitic. Having taxed them heavily he had no further use for them and gained the gratitude of the nobility by giving into popular anti-Semitism and throwing the Jews out of the country.

**Level 3:**      **Developed explanation of consequences**      **5-6**  
**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the expulsion of about 16,000 Jews was because it suited Edward. He had obtained as much money as he could from the Jews, they were now poor, and he had new financiers for his expeditions in Wales and Scotland who were Italian.

For example, the nobility of England who owed the Jews debts were pleased to see them expelled because those debts were cancelled. The nobility in Parliament were then more willing to support new taxes for Edward's wars.

**Level 2: Simple explanation of one consequence** **3-4**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic explanation by simple reasoning of **one** of the identified consequences, supporting by factual knowledge and understanding.

For example, Edward persecuted them before. He had passed the Statute of the Jewry in 1275 to ban them from loaning money and restricted the jobs they could do. When Edward threw them out in 1290 he said they had not obeyed the law of 1275.

For example, Edward issued an Edict of Expulsion in July 1290 which made all the Jews leave England or face execution so people didn't have to pay back the money that they owed them.

**Level 1: Basic explanation of consequence(s)** **1-2**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Students identify consequence(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the Jews were suspected of debasing the currency.

**Students either submit no evidence or fail to address the question** **0**



**0 3**

Write an account of the problems facing Edward I when he became king.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target Explain and analyse historical events and periods studied using second-order concepts (AO2:4)  
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

**Level 4: Complex analysis of changes 7-8  
Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3.

Students may progress from a developed narrative of change(s) with complex reasoning supported by a range of accurate and detailed factual knowledge and understanding. For example, an explanation of different impacts/ consequences of change in the broader historical context.

For example, when Edward I came to the throne he needed to prove he was a stronger King than his father, Henry III, whom he thought was weak. He had to establish his authority over the nobility and also recover Royal land that had been taken by the nobles. Both of these aims could be achieved by asking about how the nobles got their land and its rights, in the Statute of Gloucester in 1278. The nobility had to prove to the General Eyres by what right, 'Quo Warranto' they held their lands. This caused much anger amongst the nobility but it established the idea eventually that title to land and justice rights was a power that belonged to the King.

**Level 3: Developed analysis of change(s) 5-6  
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple narrative of change(s) with extended reasoning supported by a range of accurate factual knowledge and understanding, which might be related to one consequence or impact of the identified changes.

For example, Edward to deal with the problem of rebellions in Wales that threatened English security. Llewellyn ap Gruffydd had been Simon the Montfort's ally and therefore Edward saw him as an enemy. The Treaty of Montgomery in 1267 put more land under his authority and Welsh lords did homage to Llewelyn. But in 1275 Llewellyn refused to pay homage to Edward. This was an old score, a threat, and a disrespectful thing that the new king, Edward, could not tolerate.

<b>Level 2:</b>	<b>Simple analysis of change(s)</b> <b>Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3-4</b>
	<p>Students may progress from a basic narrative of change(s) by showing a simple understanding of consequence(s) with supported with factual knowledge and understanding.</p> <p>For example, the fact that Edward needed money when he became king because his father had spent money on war and made concessions that left him poorer.</p>	
<b>Level 1:</b>	<b>Basic analysis of change(s)</b> <b>Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1-2</b>
	<p>Students identify a basic narrative of change, which is relevant to the question.</p> <p>For example, Edward had to make a deal with powerful nobles.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

Question 04 enables students to produce an extended response. Students have the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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'The main change that fortified manor houses demonstrated was the owner's wealth.'

How far does a study of **Stokesay Castle** support this statement?

Explain your answer.

You should refer to **Stokesay Castle** and your contextual knowledge.

[16 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:8)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)**

To support their answer students could include aspects of the site such as: location, function, structure, design, people connected with the site, how the site reflects culture, values and fashions of the time and how the site links to important events and/or developments of the specified period.

**Level 4:**      **Complex explanation of changes leading to a sustained judgement**      **13-16**  
**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of changes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, Stokesay Castle shows the wealth of Laurence of Ludlow but also his status in society. He was an adviser to the King about the wool tax which contributed so much to Edward I's income. He was allowed to fortify his South tower the style of which is very much modelled on the great fortresses that Edward was building in North Wales. Lawrence's social mobility and rise from a town merchant to a country landowner reflects his aspirations and ambitions. The towns and their leading citizens, like Laurence, played an important part in Parliament.

**Level 3: Developed explanation of changes** **9-12**  
**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one change has greater merit.

Students may progress from a simple explanation of change(s) to a developed explanation of changes by extended reasoning supported by factual knowledge and understanding of the site.

For example, another change that Stokesay Castle shows is a change in the relationship between the rich and their servants reflected in the design. Until the late 12th century the houses of the rich were groups of separate buildings ie Hall, chamber, and kitchen. But in the 13th century manor houses had a great Hall at one end of which would be attached the kitchens and at the other end – blocks of private rooms. At Stokesay the Solar was Laurence’s private rooms before he built the South tower. This design also gave the Great Hall an upper and a lower end. The Great Hall at Stokesay is innovative for its massive span without aisle posts and must have impressed all who saw it.

For example another change that Stokesay shows is how much more peaceful the English Welsh border had become by the reign of Edward I. Following Edward I’s Welsh wars and the defeat of Llewellyn ap Gruffydd. Edward’s castles were a practical and symbolic statement of English control The Welsh nobility became loyal to the English crown. The Welsh Marches were less lawless. English commerce, administration and culture took over.

**Level 2: Simple explanation of change(s)** **5-8**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation to a simple explanation of change(s) by simple reasoning supported with factual knowledge and understanding of the site.

For example, the main change Stokesay Castle shows is social because it shows how a wealthy person from the town, Laurence of Ludlow, became a local landowner. He used his money to buy Stokesay and build a magnificent home for himself close to his business interests and on routes to London. In 1291 Laurence was given permission to fortify Stokesay which was a mark of his status as one of the richest men in England. It gave him a safe place to store his money such as in the South tower and a little bit of protection for his family.

<b>Level 1:</b>	<b>Basic explanation of one or more factors</b>	<b>1-4</b>
	<b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	
	Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.	
	Students recognise and provide a basic explanation of change(s).	
	For example, Stokesay Castle cost a large amount of money which Lawrence of Ludlow made from buying and selling wool. Lawrence bought them rights to the manner of Stokesay in 1281 probably cost him about £266.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>